

<b>Inspection date</b>	10/01/2014
Previous inspection date	23/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder has a poor understanding of the legal requirement regarding adult to child ratios in the early years age range. As a result, at times he is caring for too many children, when working alone and with another childminder, to meet the needs of all children.
- The childminder failed to ensure that all children were adequately supervised on an outing. This put their safety at risk.
- The childminder has not notified Ofsted about a change to the space available for children to play, and it is a legal requirement to do so.
- The childminder does not keep an accurate daily attendance register of the times of children's attendance and when he is caring for siblings to show that an exception to the usual ratios can be made.
- The childminder does not share his observations and assessments with his co childminder as well as he might.

#### **It has the following strengths**

- Children are keen to learn and play well with each other.
- The childminder interacts well with the children as they play, helping them to develop their language.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and in the playroom.
- The inspector sampled relevant documentation, including information held on the computer, children's personal records and contracts with parents.
- The inspector engaged in conversation with the childminder and interacted with the children at appropriate times.
- The inspector discussed how information is shared with parents.

## Inspector

Sally Hall

## Full report

### Information about the setting

The childminder registered in 2003. He lives with his wife, who is also a registered childminder. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder and his wife currently have 18 children on roll, of whom all are in the early years age group. Children attend at various times of the week and the childminders also offer overnight care. All the areas of the childminder's bungalow are used for childminding, except the main bedroom. Children have access to an enclosed garden and a playroom outside. The childminder has a large dog and a cat. The childminder operates a Montessori approach to children's care and learning. The childminder has completed his Early Years Professional Status (EYPS) qualification.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are adequately supervised at all times
- ensure that the required ratio is met for children in the early years age group to meet the needs of all the children and ensure their safety
- ensure that records are accessible and available for inspection and a daily record of attendance is maintained showing the times children are minded, including evidence of which children are siblings, to show an exception to the usual ratios can be made.
- increase knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage in order to monitor the practice effectively and to identify strengths and areas for development to enhance the provision

#### To further improve the quality of the early years provision the provider should:

- review how your observations and assessments on the progress children are making are shared with your co-minder to provide an accurate picture of the children's progress to share with their parents

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The childminder is not fully meeting the requirements of the Statutory Framework for the Early Years Foundation Stage to meet the needs of all the children and to comply with the legal requirements. Nonetheless, children are happy and have a positive rapport with the childminder. They are familiar with the routine for the day. The childminder has a secure understanding of how children learn through play to help them to make progress. Children have access to a broad range of toys and resources to support their individual interests. Music is encouraged with the children and the childminder plays the saxophone for them. The children enjoy dancing to music, singing songs and are keen to ask for their favourite songs.

Children enjoy craft activities with a wide range of resources to choose from, including corks and feathers to make marks on their pictures. They concentrate well at their chosen task and are proud to show their finished picture. Children receive consistent praise and encouragement from the childminder for their achievements. This builds their self-esteem and confidence. The childminder encourages children's language development as he sits alongside them as they play, talking with them about what they are doing. Children enjoy stories and listen intently as the story unfolds, pointing to the pictures and predicting the outcome. The childminder teaches children how to problem solve as they make train tracks and puzzles. He teaches them to count in naturally occurring situations as they play. Children demonstrate that they feel secure and confident as they express themselves, saying what they would like to do and when they are hungry. The childminder provides opportunities for them to develop their imaginations as they enjoy role-play activities. For example, by pretending to ring their parents as they play.

The childminder takes children on picnics in the nearby forest where they make items with wicker, developing their small muscles. They have regular outings to help them to learn about the local community and have regular visits to the library and the Museum. The children celebrate festivals throughout the year. This helps them to learn about the wider world and diversity. Children are encouraged to practise their early writing skills as they attempt to write their names, using pencils, paper and writing in flour. These activities help children to learn the skills they need in readiness for starting school.

### The contribution of the early years provision to the well-being of children

The childminder has compromised children's safety and well-being by not ensuring that they were adequately supervised on an outing. However, children are happy. The childminder has compromised children's safety and well-being by not ensuring that they were adequately supervised on an outing. However, children are happy and settled in the home. They play well alongside their friends sharing and taking turns as they play. They are confident to say which rooms they want to play in and when they are ready to return indoors from the playroom. Children listen and respond to instructions and learn right from

wrong, with reminders from the childminder. For example, he teaches them not to run on the decking and to sit on the chairs. This helps children to learn to behave well and helps them to learn the skills they need in readiness for starting school and pre-school.

The childminder ensures that children have fresh air each day by playing in the garden with equipment to support their physical exercise. This gives children the opportunity to run, explore and investigate during outside play. The children enjoy local walks and having picnics in the forest. Children are taught about healthy eating. He presents home cooked meals well, which they eat heartily. Children are keen to help at meal times and confidently lay the table and choose where they would like to sit, showing that they feel emotionally secure. The childminder teaches them good social skills and manners at meal times. As a result, children confidently say 'please' and 'thank-you'. They learn the importance in their own self-care from a very young age and are familiar with the routine of washing their hands.

The childminder respects children's individual needs by following their routines. Sleeping arrangements are discussed with parents and together with the childminder, they agree the length of time children will sleep. Good arrangements are in place if a child over sleeps and misses meal times. The childminder ensures children are able to sit and have their meal when they are ready, after they have woken. The childminder knows the children's likes and dislikes. He interacts with the children quickly to diffuse any upsets and to ensure that all children are able to be fully involved in planned activities.

### **The effectiveness of the leadership and management of the early years provision**

This inspection was brought forward as a result of concerns raised to Ofsted regarding the safety of children on an outing. In addition, concerns were raised that when on the outing the childminder was seen to be using his computer tablet, rather than supervising the children. During the inspection the childminder confirmed that he was visiting a local attraction with five children under the age of five years old. He explained that one child went missing when playing on piece of equipment and was out of his sight and hearing. The childminder went to find the child, leaving four other children under the age of five years unsupervised. This is a breach of a legal requirement of the Statutory Framework for the Early Years Foundation Stage and compromised children's safety. It is also a breach of the associated requirements of the Childcare Register. With regards to using a computer tablet, the childminder states that he carries his computer tablet with him as it contains children's contact details for him to use in the event of an emergency.

The inspection also found that childminder does not routinely meet the required ratios when working alone and when working with his co-childminder. He shows poor understanding of the requirements regarding how many children he can care for. As a result, on occasions, he is caring for too many children than he is permitted to care for in the early years age group, including when he takes children on outings. As a result of the inspection findings, the childminder is required to take further action because he is not meeting all the legal requirements relating to safeguarding children's welfare.

The childminder does not maintain an accurate register of children's attendance that includes the times they attend. This is a further breach of legal requirements for the Statutory Framework for the Early Years Foundation Stage and the Childcare Register. This means he is unable to demonstrate which children are present in the event of any emergency or incident. In addition, the childminder has not notified Ofsted to a structural change with a new playroom in the garden being used for children to play. This is a further breach of a legal requirement, for which, on this occasion Ofsted do not intend to take any further action.

The childminder works with his wife, who is a registered childminder, and they share the care of the children. His wife takes the lead on sharing the progress that children are making with their parents. An area for development is how the childminder shares his observations and assessments with his wife to show an accurate picture of the progress children are making. The childminder has a website for parents to refer to and emails parents his policies and procedures so they are clear of his practice. These include his risk assessments for the home and for outings. The childminder shares information with parents on a daily basis on how their child's day has been and what they have been doing. Parents receive emails on the progress their child is making, including photographs of their child at play. Contracts are completed with parents and parental consents are obtained. This involves parents in the day-to-day care of their children to ensure that their needs are appropriately met. The childminder is clear of the importance of linking with other settings that children attend to provide a shared approach to children's learning and development.

The childminder has completed his Early Years Practitioner Status since his last inspection, which has improved his skills and knowledge of how children learn. He has also made some improvements to his knowledge of the legal requirements. For example, he is clear of the procedure to follow in the event of a child protection concern. However, his self-evaluation has failed to identify the breaches in the legal requirements.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

### To meet the requirements of the Childcare Register the provider must:

- maintain a daily register of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- the registered person must ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)

- maintain a daily register of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- the registered person must ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY261846
<b>Local authority</b>	Devon
<b>Inspection number</b>	948442
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/07/2009
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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